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ABSTRACT

Based on the assumption that disadvantaged children suffer from two kinds of deficiencies--cultural and linguistic--this program has been designed to help train teachers who are ill-prepared to understand a child's cultural values or to promote the attainment of standard English. This program contains plans for two kinds of studies--(1) Afro-American, which would involve the University of Texas and Houston-Tillotson College, to provide an accurate perspective on the integration of African culture into the American whole, and (2) Mexican-American bilingual studies, which would examine the urgent problems of teaching from a predominantly English system. For both programs, there would be extensive cooperative efforts between the universities and the public schools, especially for the English as a Second Language program. The proposal explains the necessary academic modifications in the education major courses and includes a sample program. Various methods of evaluation are also discussed. (FB)

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PROPOSED UNDERGRADUATE PROGRAM FOR COMPENSATORY
BILINGUAL - BIDIALECTAL EDUCATION

Department of Curriculum and Instruction
College of Education
The University of Texas at Austin

AL 002 345

April 1970

PROPOSED UNDERGRADUATE PROGRAM FOR COMPENSATORY

BILINGUAL - BIDIALECTAL EDUCATION

Rationale

Population studies made by the Texas Office of Economic Opportunity show that over 26 per cent of the 3,532,568 families in Texas are presently receiving incomes below the poverty level as defined by the Office of Economic Opportunity. Texas had more low-income citizens than any other state in 1968 and continued to hold that ranking for 1969. In a neighboring state, Louisiana, the proportion was even higher than in Texas according to 1960 census figures (35 per cent). With income as the criterion, well over 1,000,000 school age children in these two states are disadvantaged. The Texas-Louisiana region includes a number of cultural groups. There are about two million Spanish-speaking citizens, another two million Negroes, large segments of French-speaking persons, and Cuban refugees. A majority of these groups, along with a seriously high proportion of Anglo-Americans, are suffering the effects of educational and cultural deprivation. Migrant workers harvesting crops of sugar-beets, fruit, cotton and wheat are present in large numbers. The education of their children is usually characterized by irregular school attendance, low academic achievement, early drop-out, and high illiteracy. In the peak of the harvest season the number of children in a community may increase or decrease two hundred per cent. The young people who

manage to graduate from high school often find the college or university to be a formidable place indeed. Consequently, very few teachers who are intimately familiar with the life styles of these disadvantaged segments are available in the schools. It is imperative that teacher preparation institutions discover ways to make appropriate adjustments to provide high quality education for young people from the culture of the poor and it is equally critical that large numbers of young people from all segments of society have the opportunity to pursue a sequence of study that will result in the flexibility and skill required to teach disadvantaged children from the various linguistic and ethnic groups.

Through collaboration with the Southwest Educational Development Laboratory, University of Texas staff conducted an extensive survey of inservice and pre-service teacher education practices and needs in the Texas-Louisiana region. Eighty-one per cent of the education deans, department heads and professors, representing 60 teacher education institutions view the problem of educating the disadvantaged as a "long over-due recognition of a fundamental weakness in American education." Seventy-nine per cent regard educating teachers of the disadvantaged as "different," and 97 per cent believe that teacher education institutions have a special responsibility to help improve the education of the disadvantaged. Yet, according to the survey, 91 per cent of these institutions have "no program specifically designed to prepare teachers of disadvantaged children," and 86 per cent have no required courses, seminars, workshops, or field experiences. The survey of inservice practices, drawn from 43 randomly

selected Title I elementary schools utilizing 839 teachers and principals (100 per cent return) revealed that 87 per cent of these teachers and 70 per cent of the principals have never attended a professional organization conference dealing with problems of the disadvantaged. Further, 41 per cent of the teachers and 19 per cent of the principals have never attended any program, inservice or otherwise, dealing with such problems.

The Compensatory Program

Compensatory education is designed to make up (compensate) for deficiencies in an individual's learning experiences. Results from experimental and research projects in compensatory education identify a large variety of learning deficiencies that are concentrated among the nation's poor, particularly within minority group subcultures. For the present purposes these deficiencies are grouped into two general categories - cultural and linguistic. The Mexican American or Afro-American child typically arrives at school with certain culturally produced mores and with a language system that are misunderstood and mismanaged by teachers promoting the dominant WASP (White, Anglo-Saxon, Protestant) behaviors. Consequently, two types of disadvantaged behavior are evident: that of the child who is unable to adjust adequately to the expectations of the school, and that of the teacher who is ill prepared to understand the child's cultural values or to promote the attainment of standard English. The proposed program is designed to compensate for these teacher disadvantages. The teacher product should, in turn, be better prepared to compensate for the learning deficiencies of the disadvantaged child.

The major emphases that will result from modifications in the existing teacher education program are reflected in the following activities:

1. Afro-American Studies. An interdisciplinary effort between departments and colleges (history, sociology, anthropology, education, linguistics, psychology) will be required to place the Afro-American culture in accurate perspective and allow students of all ethnic groups to gain knowledge for strengthening value systems and language structures in respect to their own and other cultural groups. The College of Education is currently engaged in search for prospective staff with extensive knowledge in all aspects of Afro-American culture. A number of prominent Negro educators are now being contacted for this purpose.

The predominantly Negro teacher education institutions in Texas and Louisiana have considerable experience in education of teachers from the culture of the poor to work within predominantly ghetto area schools. The University of Texas College of Education is currently collaborating with Prairie View A & M in exploration of techniques to alter and supplement current literature to represent accurate and comprehensive portrayals of Afro-American culture. Programs of active interaction between students of The University of Texas and nearby Houston-Tillotson College may be planned to allow for critical face-to-face encounters for multi-cultural planning and development of cross-cultural programs of teacher education. A proposal for training Teacher Corps personnel has been submitted for possible funding by the Department of Curriculum and Instruction.

2. Mexican-American and Bi-Lingual Studies. The heavy concentration of Mexican-Americans in Southern Texas and the Southwest lends urgency to the development of compensatory programs to alleviate problems imposed by severely impoverished living and the prevailing system of exclusively English teaching in most elementary schools. Major experimental efforts in bilingual education have been conducted by University of Texas staff in collaboration with the San Antonio Schools, a system enrolling about fifty per cent Latin extraction children speaking predominantly Spanish or some modification thereof. This San Antonio Oral Language Project utilizing U.S.O.E. funds has resulted in wide-spread adoption of emerging techniques (New York to California) and led to the accumulation of considerable understanding among many UT faculty participants.

From such bases the College of Education offered for the first time in 1968 an innovative program for selected students in elementary education working toward a concentration in English as a Second Language. Cooperative efforts between University and public school teachers, principals, and supervisors led to alteration of traditional course sequences to allow a new structure. The students begin their junior year with four weeks of intensive University instruction, followed by eight weeks of participation in a public school testing their skills, and finally return to The University context for further study. Such a schedule allows the student to build continuity into the public school participation and to test acquired skills. During the second semester, students take concentrated work in English as a Second Language, followed by twelve full weeks of student teaching and then return to

The University for methodological instruction.

In addition to the advantages of additional practical experience, the English as a Second Language program offers new opportunities for the utilization of teaching modules developed by The University of Texas Research and Development Center for Teacher Education. These provide study content on the teaching of disadvantaged children, team teaching of the language arts, and supplemented with video tape feedback they provide the bases for individualized learning.

General Objectives for the Program.

- (1) To develop understanding of American minority cultures among prospective teachers.
- (2) To develop understanding of techniques for promoting standard English through bilingual and bidialectal programs.
- (3) To achieve these goals in the context of the regular teacher education program which is designed to promote skills for teaching in the content fields.

Proposed Modifications in Academic Foundations.

Those students who elect the compensatory sequence during the freshman and sophomore year will be advised to elect courses consistent with the goals of the program, e.g., Spanish.

Proposed Modifications in the Professional Sequence.

The student may enroll for either Ed. C. 667E or Ed.C. 967E (student teaching). Enrolling for the six-hour course will allow the student to take an additional methods course. Either Ed.C. 632E or Ed.C. 667E must be taken in a school enrolling predominantly

disadvantaged students.

Required: Ed.C. 370E.6 (Foreign Languages in the Elementary School)

Ed.C. 370E.16 (English as a Second Language)

Proposed Modifications in the Subject Concentration.

An amalgamated concentration field is selected from courses in anthropology, history, Spanish, psychology, linguistics and sociology. A minimum of twenty-one semester hours credit is to be selected from anthropology, history, Spanish, psychology, linguistics, and sociology. Courses are to be selected from no less than three of the prescribed disciplines. At least nine semester hours must be selected from advanced level classes.

Proposed Program Evaluation.

The proposed system of evaluation was adapted from the Stufflebeam-Guba Model. The system focuses on four general classes of decisions and is designed to yield four general kinds of information to serve those decision situations. The four kinds of evaluation are context evaluation, design evaluation, process evaluation, and product evaluation. A comprehensive overview is presented in the proposal for Phase II of the Bureau of Research Elementary Teacher Education Project, prepared by the staff of the College of Education, The University of Texas at Austin, 1969.

Context Evaluation. Context evaluation consists of planning decisions and context information that serves them. In planning a new project two important kinds of planning decisions are encountered.

1. The first is the selection of problem components that will be attacked, e.g., setting priorities.
2. The second kind of planning decision is the selection of a strategy (or strategies) that would be used to attack the given problem(s).

Design Evaluation. Design evaluation entails structuring decisions which depend on design information. Structuring decisions are made in the same manner as a blueprint or set of specifications is designed. Both ends and means need to be structured in detail; that is, the objectives need to be specified operationally if possible, and activities or means of attaining them need to be specified. Information needs include evidence from content or behavioral field, combined with the knowledge and ingenuity of experts.

Process Evaluation. After a design has been structured and is put on trial, often called the pilot test, restructuring decisions are faced. Restructuring decisions are based on process information. Process information consists of the evidence needed to determine effectiveness in attaining the objectives and other information about how the test is being conducted. Although evidence that determines the extent to which objectives are attained is important, it often is not helpful in suggesting the kinds of revisions that might be made when objectives are not attained satisfactorily during the trial.

Product Evaluation. After components of a design have been tested, they can be put together in a program for a product or field test (in this case, inservice teaching). Since this is the first full-cycle test, the major decisions faced are whether to recycle through another full-scale field test. The information needed, called product information, entails not only evidence about effectiveness in attaining

short- and long-range goals, but also effectiveness over a several-month or year time period compared with that of another program or strategy. The attempt here is to obtain convincing evidence that the program will attain its objectives and, moreover, that those objectives are worthy and reasonable when compared with other methods. Product information should also include the resources and cost needed to make the program effective.

PROPOSED UNDERGRADUATE PROGRAM FOR
COMPENSATORY BILINGUAL-BIDIALECTAL
EDUCATION

I Academic Foundations (60 hours)

- A. English: 301, 305: 6 hours sophomore literature.
601a, 601b
- B. Social Science (21): Geography 305; History 315K, 3k5L;
Government 610a, 610b, Philosophy 301;
Psychology 301.
- C. Natural Science (6):
- D. Mathematics (6): 360M, 360N.
- E. Electives: 15 hours (Spanish recommended for teachers of
Spanish speakers.)

II. Professional Sequence (30 hours)

- A. The following courses are to be taken concurrently.
Ed. P. 332E (Educational Psychology).
Ed. C. 632E*
- C. The student elects courses from this section to complete
30 hours
Ed. C. 370E.1 (Reading).
Ed. C. 370E.2 (Language ARts).
Ed. C. 370E.3 (Science).
Ed. C. 370E.4 (Social Studies)
Ed. C. 370E.5 (Arithmetic)
Ed. C. 370E.6 (Foreign Languages in the Elementary School -
required for the compensatory program).
Ed. C. 370E.16 (English as a Second Language - required for
the compensatory program).

III. Required Specialization (18 hours)

- A. Speech 303
- B. P.Ed. 350E
- C. P.Ed. 333
- D. L.S. 322T
- E. Art 318K, 318L or Music 313, 354

- (8) Either Ed. C. 632E or Ed. C 967E (667E) must be taken in a
school enrolling predominatly disadvantaged children.

IV. Subject Concentration (21 hours)

For students pursuing the Compensatory Bilingual-Bidialectal Program an amalgamated concentration field is selected from the following alternatives. Courses are to be selected from no less than three of the areas (e.g., anthropology, linguistics, psychology). A minimum of nine semester hours must be selected from advanced level courses.

Anthropology

302 (Cultural Ant.)
303 (Concept of Race)
349 (African Culture)
354 (Personality and Culture)
361K (Civilization of Ancient Mexico)
321K (Concepts and Theories of Culture)

History

339M (Social implications of science and technology)
356L (Negro in America)
371L (Mexico and Spanish North America since 1810)

Spanish

218A (Practice in Spoken Sp.)
218B (Practice in Spoken Sp.)
312K (Oral expression, reading, comprehension)
312L (Oral expression, reading, comprehension)
315M (Readings in culture and Science)
315N (Reading in Literature)
Additional Advanced Courses

Psychology

337 (Psy. of Language)
342 (Child Psychology)
376K (Language Acquisition)
378 (Cognitive Processes)
Ed. P. 369K.1 (Psy. of Cultural Deprivation)

Linguistics

Lin 306 (Introduction)
E. 360K (Grammar)
E. 325K (Ant. 325K);(Folklore)
GEG 360 or Equivalent
Lin. 320K (Descriptive)

Sociology

323 (The Family)
329 (Class, Status, and Power)
344 (Racial Relations)
364 (Social Attitudes)
335 (Society of Modern Mexico)